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ABSTRACT

Educators from 11 European countries shared information concerning how Canada as a subject is being and should be taught in secondary European schools. The seminar was intended to help teachers prepare students for living in an international community. Seminar objectives and content are examined, seminar reports are analyzed, talks are summarized, participants' reactions are discussed, and working group reports containing recommendations concerning how Canadian studies should be taught are presented. The general consensus was that Canada received very little attention in western European schools. When Canadian studies are taught, it is usually in geography or world history courses and then from a Eurocentric perspective. It was recommended that Canadian studies be included in teacher education courses. The study of Canada should be approached within a global context in three main disciplinary areas: language teaching, social studies, and the arts. An interdisciplinary approach should be used. Instructional materials should include both literary and factual texts. Appendices contain the seminar program and a list of participants. (RM)

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25th Council of Europe Teachers' Seminar on "Teaching about Canada in secondary schools in Western Europe"

Donaueschingen, 8-13 October 1984

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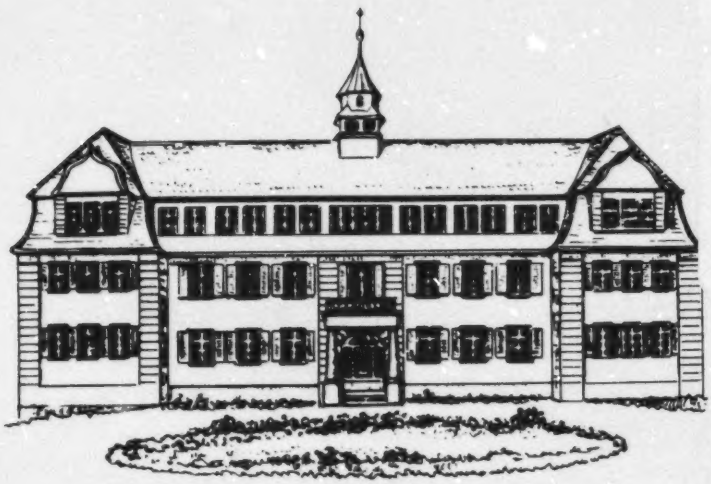

Report

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COUNCIL FOR CULTURAL CO-OPERATION

STRASBOURG
1985

Strasbourg 1 April 1985 DECS/EGT (84) 43

THE CDCC's TEACHER BURSARIES SCHEME

European Teachers' Seminar

on

"Teaching about Canada in secondary schools in Western Europe"

Donaueschingen, Federal Republic of Germany

8-13 October 1984

Report by

Maria Emilia GALVAO
Directorate General of Secondary Education
Lisbon

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1. INTRODUCTION

"Canada is so far away it hardly exists"

Quoted in Colombo's Concise Quotations
ed. by Robert Colombo, 1976

It is now a decade since Jorge Borges, the Argentine author, made this statement to broadcaster Robert Zender in Buenos Aires, 4 October 1974. It is perhaps fair to say that, for many, even today, Canada is an unknown country which, at best, conjures up vague or contradictory ideas.

It might be claimed that Canada's difficulties in acquiring an international personality seem to be caused by several interrelated factors.

i. the fact that Canada has never been a "crisis area" has contributed to giving it a low profile,

ii. Canada is isolated in the North American continent overshadowed by the overwhelming presence of the United States,

iii. only recently (Constitution Act, 1981) did Canada become an autonomous country,

iv. Canada's fragmented, pluralistic society which spreads across a vast geographical territory has been going through a long process of adjustment.

Why, then, study Canada?

A number of basic interacting features that, either directly or indirectly, have been shaping Canadian society, make Canada distinctive for study.

Canada's distinctiveness is based on:

i. Canada's location and physical diversity; its northerness, vastness, and regional division and the impact of these characteristics on Canadian lifestyles in different parts of Canada;

ii. Canada's richness in renewable and non-renewable resources and the implications of resource use and depletion both for Canadians and other peoples of the world;

iii. Canada's industrialisation and technological development, and the corresponding urbanisation;

iv. Canada's cultural composition: the differences of culture, language, and values as a persistent source of conflict;

v. Canada's influence in the world community: Canada's peacekeeping roles and Canada's participation in world organisations.

The answer to the above questions is, then, that we should study Canada because it is not only distinctive, but fascinating. In fact, no other nation has the same composite of such basic interlocking features. What emerges, as the essence of the Canadian national experience, is the quest for national unity in the face of regional disparities and multiple conflicting loyalties, and the attempt to live distinct from, but in harmony with, the powerful neighbour to the south, the United States.

Moreover, along with peoples in other countries, Canada faces many of the same gigantic, world problems.

Canada must, therefore, be viewed, in the context, as part of an interdependent world.

Nevertheless, Canada can be as remote to teachers and students in Europe as it was to J L Borges ten years ago and, unless knowledge about Canada is increased, we cannot hope to achieve the kind of understanding that is the basic aim of these programmes.

This report describes understanding about Canada in a series of summaries - of the lectures given to participants by the Canadian representatives, of the participants' expectations and reactions to the seminar, of the participants' recommendations for further action, and of the reflections of the Course Director.

What it has attempted is a selection of those aspects which, in a sense, may contribute to promoting intercultural understanding while assisting the implementation of its recommendations.

2. THE AIMS OF THE SEMINAR

Considering the importance of education for international understanding and being aware of the special role the teacher plays in educating the young people of today with a view to their integration into the world of tomorrow, the Council of Europe's Council for Cultural Co-operation (CDCC) has been organising teachers' seminars to explore ways to prepare students for living in an international community.

Thus, as part of its work in fostering international understanding, the CDCC organised the seminar "Teaching about Canada in secondary schools in Western Europe" which was the fifth in a series on how other parts of the world are presented in secondary schools in Western Europe. The first four seminars dealt with Japan, Europe and Asia, the United States and China.

This seminar was a response to Resolution (81) 758 of the Council of Europe's Parliamentary Assembly which stresses the importance of co-operation and encourages member states "to give the public and particularly the young, all the information needed to dissipate distrust".

Although this seminar was intended primarily for teachers, authors of textbooks, and teacher trainers who were expected to be actively involved in teaching about Canada, it also aroused the interest of curriculum developers and others who seek to make education about today's world more vital and meaningful. In fact, teaching about Canada in the spirit of the above-mentioned resolution, becomes imperative.

Hence, the objectives of the seminar were twofold:

i. to allow the sharing of information, expertise, perspectives and experience of teaching about Canada in a representative cross-section of countries in Western Europe by examining how Canada is presented in secondary schools through teaching about geography, history, economics, civics, the teaching of English and French, etc:

ii. to arrive at general conclusions concerning the teaching and learning about Canada by suggesting what the average school-leaver should know about Canada.

3. THE PROGRAMME OF THE SEMINAR

3.1 CONTENTS

In order to accomplish the above-stated objectives, the programme, which is given in Appendix I, was organised under the following broad headings:

i. Canada today: trends and perspectives;

ii. Canadian history;

iii. Canada through the arts and literature;

iv. Education in Quebec Province;

v. The secondary school curriculum in Canada.

It was hoped that, through these topics, participants would either broaden their knowledge or gain a general understanding of Canada, and that several Canadian themes would recur eg Canadian regionalism, Canada's multiculturalism and Canada's national identity. The idea behind this selection, thus, was not to have a too detailed picture of the country, but rather cultivate a more balanced realistic perspective of Canada, which might emphasise the inter-relation of the democracies of Europe and those of North America.

The Directorate of Education, Culture and Sport (School Education Division), which was fully aware of the fact that the lecture method alone is not adequate and that teachers should, therefore, be exposed to and involved in a variety of methods while participating in teacher training courses, organised the programme in such a way that it combined formal talks from invited experts and intensive discussions in working groups.

The programme allowed for the participants to meet in four working groups that made full use of the allocated periods. Each group was relatively heterogeneous with regard to the professional background of its members and this proved to be highly stimulating for the exchange of ideas and the quality of discussion. As a result, each of the groups drafted analyses and recommendations which were presented during the final plenary session.

On the third day of the seminar the participants visited the town of Lahr. After having lunch at the Officers' Mess, they visited Canadian schools and were later offered a reception at the Town Hall.

The social programme was very well woven into the overall programme, giving the participants the opportunity to appreciate the thoughtful and generous hospitality of the Donaueschingen Academy. The opening of an exhibition on the premises of the academy was particularly appreciated and for those who enjoy museums, the visits to the Art Gallery in Donaueschingen and the Clock Museum, were certainly very pleasant.

The seminar was organised in co-operation with the Canadian authorities and was attended by:

i. educators from the Federal Republic of Germany;

ii. educators from the other states that take part in the Council of Europe's education programme;

iii. a delegation from Canada;

iv. representatives of the Donaueschingen Academy;

v. representatives of the Council of Europe Secretariat.

A list of participants is attached as Appendix II.

The running of the seminar was supervised by a steering group which consisted of:

i. the Director of the seminar;

ii. the rapporteurs of the working groups;

iii. the representatives of the Donaueschingen Academy;

iv. the representatives of the Council of Europe Secretariat.

3.2 BACKGROUND TO THE SEMINAR

Before the seminar,

i. each participant received a set of working papers:

- the Council of Europe guide;
- "Innovation in secondary education in Europe", Strasbourg 1979;
- the report of the 17th Council of Europe teachers' seminar on "Education for international understanding - teaching about a non-European culture: the case of the USA" (doc. DECS/EGT (82) 17);
- an introductory paper by the Director of the seminar (doc. DECS/EGT (84) Misc 72).

ii. each participant was asked to write a report and send it to the Director of the seminar on how Canada was taught in his/her country and the main problems encountered when teaching about Canada

4. ANALYSIS OF THE REPORTS OF THE EUROPEAN PARTICIPANTS

The reports, that 15 of the participants from 11 countries sent, in advance, to the Director of the seminar, supplied relevant information on curriculum coverage, problems and issues teachers face in their respective countries. In other words, the analysis of these accounts provided interesting insights into such areas as:

i. the subject matter through which teaching about Canada takes place in the different European countries;

ii. the curriculum approaches, ie "what" is taught, and "how" it is taught within the framework of the different national education systems;

iii. the problems, issues and concerns encountered by teachers who teach or want to teach about Canada.

4.1 GENERAL FEATURES OF TEACHING ABOUT CANADA IN WESTERN EUROPEAN SCHOOLS

Understanding the meaning of learning for international understanding and associated issues is not as straightforward as it seems at first glance. In fact, we are all geographically and culturally limited. Information, impressions and attitudes about the contemporary world are derived from our particular experiences and from the media, from our own or similar cultures.

However, if it is impossible to know everything about another culture, we should at least be aware of our own preconceptions and demonstrate a sincere interest in it rather than impressive expertise.

An international dimension can be given, though, to any subject, however little connection it may be seen to have with world affairs. Teaching for international understanding is to be seen, then, as an enrichment of existing school curricula with particular emphasis on their intra-cultural and international aspects.

Education for international understanding, through teaching about Canada involves, therefore, knowledge, attitudes and values, and consequently it should be integral to all aspects of the teaching/learning process.

A close examination of the reports leads to the conclusions that three significant frameworks for understanding Canada at secondary school level in Europe are such areas of study as geography and history or both, and in a minor way English and French as foreign languages, although only a small amount of time is allocated to it.

In geography, Canada is most frequently taught through the medium of three main approaches:

i. Thematic or case-study approach
The thematic or case-study approach is regarded as allowing specific references to Canadian geographic features. These references obviously fall into different categories according to the selected topics in the secondary school curricula. For example, under the heading "Transportation", the St. Lawrence Seaway may be used to illustrate the topic or the Canadian Arctic may be a case-study to illustrate "World environments";

ii. In connection with studies of the United States or the Commonwealth
The emphasis in either case is mainly on Canada being part of either North America or the Commonwealth. In this context, then, it is never studied as a country in itself. As one of the participants put it, "when we deal with the North American continent, as we do from time to time, the economic power and social complexity of the United States often makes us overlook its less influential neighbour to the North".

iii. Within the study of world geography
There seems to be scope for broadening such topics as Canadian relief, climate, vegetation, population, resources and related economic activities beyond the immediate boundaries of exemplification.

We seem able to conclude that studies of Canada's geography do not entail an examination of the country as a whole, observing and interpreting its patterns of development, those that have taken place and those that are under way.

In history, Canada is generally dealt with either as a part of the age of the discoveries from the perspective of Britain, France or Portugal, or when such topics as the Seven Years' War, the growth of the Commonwealth or World War II are required in the syllabus. Whatever the case, Canada is taught in a "rather Eurocentric way" as one of the reports mentioned.

In language teaching, one of the most often cited and cherished goals is the promotion of international and cross-cultural understanding. This being the case, it follows that the teaching of English and/or French together with history and geography might be seen as privileged media to teach about Canada. The fact is, though, that the amount of attention given to Canada in the language syllabuses is either non-existent or very small. A great deal depends, it seems, either on the teacher's interest and initiative or on the teacher's handling the cultural dimension of the L2, rather than on the requirements of the syllabus.

4.2 SPECIFIC FEATURES OF TEACHING ABOUT CANADA IN WESTERN EUROPE: PROBLEMS, ISSUES AND CONCERNS

It is not possible to describe in detail the approaches for teaching about Canada currently in use by school systems in Western Europe. Rather than attempt to describe them, we raise several issues which arose from reading the reports. There are three issues we would like to highlight.

1. One of the most important factors mentioned in the reports as a condition for the study of Canada was the lack of suitable teaching materials. The defect, common to most of the textbooks either for the teaching of geography, history or languages (English or French), seemed to be that the sections on Canada were largely in the form of appendages to the main topics, whatever they were.

Some of the accounts even referred to outdated information, but inaccuracies, lack of objectivity, stereotyping or oversimplification were not mentioned.

2. As we turn to identify and discuss those factors which affect whether or not teaching about Canada actually happens in Western European schools, we might anticipate the overall problem by saying that most reports seem to have been concentrated on curriculum guidelines.

However, the teacher is crucial to the effectiveness of any educational process and hence to that of education for international understanding through teaching about Canada. It is, therefore, essential that teachers be equipped with the theoretical knowledge they need for this type of teaching and that they be given sufficient opportunities to study, to know about, and to understand Canada as a whole.

As far as education in Canadian studies is concerned, two broad conclusions can be drawn from the participants reports:

i. this education calls for the introduction into universities and colleges of education curricula on Canadian studies

ii. Canadian studies should be introduced into initial and in-service teacher training curricula.

3. If we believe that teaching and learning about another culture do not occur in a social-cultural vacuum, then we have to admit that the teaching by the school must be supplemented by the educational action of the social institutions and communications media, cultural and recreational activities, correspondence with other young people, etc.

The analysis of the reports indicates, for example, that such influential image makers as the cultural and artistic media as well as the mass media very rarely focus on Canada. There is not, in fact, any current coverage of Canada in the European media. It seems as if, on the other hand, the cultural offices of Canadian embassies have not shown much commitment in organising cultural events that may help to further interest in the country and knowledge of its history and culture.

As far as such educational activities as student and teacher exchange programmes are concerned, they are practically non-existent or not too well known throughout Europe, with the exception perhaps of such countries as the Federal Republic of Germany and France which have had quite active exchange programmes running for some years.

One of the main impressions gained from these reports was the need for teaching methods, learning material, and pre- and in-service teacher training, course prescriptions, and the growth of a network of communications between people interested in Canadian studies.

5. SUMMARIES OF THE TALKS

5.1 OPENING SPEECHES

The seminar was formally opened on the evening of Monday 8 October 1984.

Prominent figures present to welcome the participants were the Director of the Donaueschingen Academy, the representative of the Canadian authorities and the representative of the Council of Europe.

Mr A Pfaff, Director of the Donaueschingen Academy, formally opened the seminar on behalf of the Ministry of Education of Baden-Wurttemberg. In welcoming the participants, Mr Pfaff recalled the role that the academy has been playing in the area of teacher training. In this context he commented on the fruitful co-operation between the Council of Europe and the academy, particularly the organisation of the four seminars that are held annually at the academy.

Mr J-Y Grenon, Consul-General of Canada, then greeted the participants on behalf of the Canadian authorities.

Mr M Marschall von Bieberstein, Director of Education, Culture and Sport welcomed the participants on behalf of the Secretary General of the Council of Europe and placed the aims of this seminar within the context of the work done by the Council for Cultural Co-operation (CDCC).

Finally, Ms Maria Emilia Galvao, Director of the seminar, paid tribute to the hard work of Mr Maitland Stobart, Head of the School Education Division, Ms Alison Cardwell and Ms Kathleen McClean, responsible for the overall organisation of the seminar. She urged the participants to make every attempt to fulfil the aims of the seminar.

5.2 SUMMARIES OF THE TALKS

5.2.1 Introductory lecture by Mr Duncan Green, Assistant Deputy Minister, Education Programmes, Department of Education, Ontario

In a brilliant, inspiring talk, Mr Green analysed the Canadian scene and mood from a geographical, political and historical perspective and illustrated these by a selection of significant issues and trends in contemporary Canada.

Canada, he said, is dominated by its geography rather than by its history. This country, which stretches across 5,500 km from east to west and about 4,500 km from north to south is, however, scarcely inhabited.

According to the latest census, 61% of its population is English-speaking and 25% is French-speaking, although 75 more mother tongues are recorded.

"We are an old young country" said Mr Green when mentioning the fact that the mean age of the Canadian population has increased from 30.7 to 33.7. Its clerical, technical and professional work force, which has doubled in the last 40 years, lives in cities. This accounts for the fact that a great amount of absentee farming is taking place, with farmers making up only 4% of the work force.

Canadians date their country from 1867 when the Confederation joined the provinces of Nova Scotia, Prince Edward Island, New Brunswick, Quebec, and Ontario in a federal union. In the early 1870's Manitoba and British Columbia were added, but it was not until 1905 that Saskatchewan and Alberta joined the Union. Newfoundland became a federal province only in 1945. Canada today is made up of ten provinces and two territories.

The settlement of this vast country led to what Northrop Frye described as "The garrison mentality", a passive defensive attitude. According to Frye, the Canadian settler sought to preserve traditional values: the small and homogeneous communities seemed to offer protection against the menacing forces of a hostile climate, threatening to isolate the new settlers from their cultural and historical roots.

In recent years, an awareness of the importance and persistence of regional loyalties and differences has been evident. Thus, the provinces, jealous of their powers, are often in conflict with the federal government. This is exacerbated by long distances and language differences which only compromise can help overcome. "Compromise is our middle name" said Mr Green meaning that compromise is an essential characteristic of the Canadian psyche.

After referring to the federal election of September 1984 as the background against which one should measure and assess the new trends of Canadian life, he put forward the following major issues:

i. As a result of the "patriation" of the Constitution in 1981, Canada can now control its Constitution. The Charter of Rights and Freedoms will come into full effect in April 1985;

ii. The current trend, as far as the relationship between the provinces and federal government is concerned, is towards co-operation. It seems as if the new government is committed to a "renewal of federalism" which is in contrast to the attitude which the federal government used to adopt towards the provinces;

iii. Economically speaking, Canada is driven by the US economy. Since Canada's economy is still resource-based, Canada has, however, done well in high-technology; the USA is Canada's biggest customer and, thus, as a result of US protectionist policies, the Canadian economy may be pushed towards free trade;

iv. Unemployment and particularly youth unemployment is a major concern. Although Canadians have an elaborate social security network - medicare, child bonuses, etc - that has been available on a universal basis, some provinces have recently begun to institute user fees in medicare;

v. Multiculturalism is an influential feature of Canadian life;

vi. The native peoples of Canada may well cause the 1st amendment to the Constitution as a result of the struggle for their rights;

vii. On the international level, the presence of Canada in the Western Alliance and NATO, their relationship with the USA and the countries of the communist bloc have been priorities so far. It seems as if the new government intends to get into an even closer relationship with the USA, whilst an increase in defence spending has been announced.

5.2.2 Panel in "Education in Quebec Province"
Mr Hugh Auger
Mr Jacques Dubois
Mr Normand Lapointe

The contribution from the Quebec delegation was a success. Not only did they provide a fascinating insight into French Canada but they also shared their professional concerns with their European colleagues.

Their presentation focused on the changes of the education system in Quebec and on the reasons why they have taken place.

Up until "the Quiet Revolution" of the 1960s, the Church pervaded every aspect of French-Canadian life. Education was controlled by the Church; schools were distributed by parish and controlled by the Church in Quebec, whilst the Archbishops of Montreal and Quebec were Chancellors of the Universities, and the clergy, members of the faculties.

This major societal change in Quebec "La révolution tranquille", brought about a major educational reform based on two concepts: accessibility of education and mass education. As a result, new kinds of educational institutions appeared: the comprehensive high school and the CEPEG, or general or vocational college. The implementation of this system took about ten years and the process had to face some specific problems among which management problems and teachers' retraining were the most prominent.

Because of both teachers' and parents' dissatisfaction with regard to such educational issues as programmes, textbooks, parents' role in the school management etc, a new reform began to take shape in 1976 when the so-called "green book" was published. It presented a set of suggestions for public consideration and thus it was possible to reach a consensus. This consensus was best expressed in the "orange book" that, among other important decisions, prescribed much more specific programmes accompanied by pedagogical guides, that reports should be sent to parents etc. Furthermore, the new law that was expected in October 1984 would reduce the number of school boards by organising "integrated school boards". Thus, the linguistic school boards will replace religious school boards and so, at school level, parents will decide about religious matters and provide the services. On the other hand a school council with new powers will be created, eg one third of its members will be parents elected by parents every three years. As far as programmes are concerned they will be written by committees of consultants whilst text-books will be written by teachers.

5.2.3 Lecture on "Canadian history" by Mr James Page, Office of the Secretary of State

Mr Page's expertise was the key factor for the brilliant talk he gave on Canadian history and Canadian historical writing. Suffice it to say that Mr Page was urged by the participants to resume some of the topics in an extra talk he was kind enough to give on Friday morning.

As Mr Jim Page mentioned at the beginning of his talk, his point was to provide some insight into the development of Canadian identity by analysing Canadian historical writing - the French tradition and the English tradition. The concerns and approaches of each of them have generally been different and in many instances they were considered to have been one of the reasons for the lack of understanding and friction between the two communities.

Before highlighting the major concerns and approaches of both historical traditions, Mr Page set the framework by providing quite an extensive bibliography on which he made some very useful comments.

Canadian historical writing in the French language seems to go beyond the liberation of the church: the old French civil law would continue, the seigneurial landholding system would persist and Quebec would be governed through an appointed council.

More recently, it has been argued that the conquest represented a "social decapitation", because after a century and a half of arduous effort to build New France, to develop a new class, to create a community with a life of its own, French power was forced to retreat.

The English language historians stressed different themes. There are many approaches to the writing of Canadian history as Mr Page pointed out. Since the treatment had to be brief, only some highlights could be mentioned:

i. the Britannic approach, the most significant theme was the adaptation of British political, legal and constitutional institutions to Canadian conditions in order to emulate the glory of the Empire;

ii. the Frontier approach; by the 1930's historians applied the Frontier approach to Canadian history in order to demonstrate the differences between the USA and Canada. The fundamental contrast between the American and Canadian development is reflected in their different system of values: whilst American history reflects the mentality of an active individualism, Canadian history reflects a communal experience that produced a totally different outlook;

iii. the Laurentian approach, formulated by Canadian historian Donald Creighton. It is framed by the staples theory and geographic determinism. According to this theory the St Laurence provided immigrants with a means of transport that allowed them to penetrate into the Canadian continent with their imported European values relatively intact. The Laurentian theory goes on to explain the settlement of the remainder of Canada as that of a hinterland to the East. Thus, the building of the railroad could be explained as a way of opening up new areas of agricultural provision for the East.

5.2.4 Lecture on "Canadian arts and literature"
by Mr Robert Barton, Education Officer, Curriculum Branch, Ministry of Education, Ontario

An understanding of the Canadian society would not be complete, though, without the creative insight of Canada's writers and artists.

Mr Barton's contribution was, thus, one of the most successful sessions of the seminar, because the participants could perceive the Canadian experience through the lenses of an artist.

The first treasure he shared with us was the story of the coyote and the eagle and that was how we found ourselves travelling with Mr Barton through the mythic world of the North American Indian. An attentive observer would have easily noted the participants' emotional involvement in the story due to its vivid imagery and the interplay of light and shadow with the themes of life and death.

He then shared with us his second treasure: the viewing of one of MacLaren's most praised films "Pas de Deux". He introduced it with a few comments on MacLaren who, he claimed, was the first "to paint on film".

The third treasure, he mentioned, was the theatre in Canada. He told his audience how the regional theatres, the production of Canadian plays, the university drama departments, the financing of theatrical projects across Canada has been changing the Canadian scene.

Finally, he referred to the women of wonder, the Canadian women writers who create in their books a sense of the country's style of life.

5.2.5 Lecture on "Canada in the secondary school curriculum - Canadian point of view" by Mr Eldon Jamieson, curriculum consultant, Ministry of Education, Prince Edward Island.

Mr Eldon Jamieson's talk was the last in the series of lectures the Canadian experts gave during this conference. His very lively style and good sense of humour quickly captured his listeners' attention.

After a brief review of the story of the development of social studies curricula, Mr Jamieson referred to some basic facts about Canada and Canadian education that have influenced this development, namely the fact that education is the responsibility of the provincial governments which, together with the geographic vastness of Canada, accounts for the pluralistic vision of the subject, eg history, geography, economics, sociology, etc... Moreover, British and American influences on the curriculum have also hindered the development of a strong Canada studies component in Canadian curricula.

During the past 20 years, however, a number of national studies have tried to define a set of goals for studying about Canada. One of those studies "What culture? What heritage?" drawn up by A B Hodgetts in 1968, can be considered the turning point in the way society at large (politicians, teachers, publishers etc) sees the role the school can play in teaching Canadians to know more about their own country.

Mr Jamieson went on to elaborate on the issue of civic education in Canada by focusing on two of the major questions relating to the components of a curriculum:

i. what are the goals of education about Canada?

ii. what content should be selected to obtain these goals?

iii. what method(s) should be used to organise this content?

iv. what resources should be available when teaching about Canada?

After remarking that, in an area as important as civic education, goals must be clearly identified and must be acceptable to the various groups involved in the educational process, he put forward four major goals:

i. to emphasise the cultural diversity and pluralism of the country;

ii. to understand the nature of the difficulties and tensions of the country and how to overcome them;

iii. to learn how to cope in a consumer-oriented society;

iv. to learn to appreciate the values, the viewpoints and interests of Canadians from other groups and regions.

Finally, he drew attention to the fact that many attempts have been made at outlining content. A quick look at an overview of the content guidelines of the different provinces will show that there are common elements, but there are also many different approaches to organising contents. He, therefore, referred to the five major, separate but interrelated concepts, on which a civic education curriculum should be based according to A B Hodgetts and P Gallagher in "Teaching Canada for the 80's".

i. Canada is a northern, vast and regionally divided country

ii. Canada has a broad natural resource-base composed of both renewable and non-renewable resources

iii. Canada is an industrial, technological and urbanised society

iv. Canada is a culturally diverse, multi-ethnic country with two historically predominant linguistic and cultural groups

v. Canada is exposed to a multitude of external economic, political and cultural influences.

6. THE PARTICIPANTS' REACTIONS TO THE SEMINAR

The participants' motivations in applying for the seminar were varied and so it seems as if its organisation met a shared need. In fact, some of the participants knew a great deal about Canada and expected to share their expertise with other educators who had common interests in teaching about Canada. Others who had first-hand knowledge expected to receive some well-founded arguments to present either to their national, regional or school authorities in order to integrate Canada into the syllabuses they currently teach. A few, whose interests fell into the area of curriculum development, would have liked the seminar to give them an opportunity to exchange views on curriculum development. These are two areas on which they would either concentrate or keep concepts they might use when teaching about Canada. A number of people very honestly reported they had come to learn about Canada.

What can be discovered from the reports, though, is that most of them found the experience of value whatever their motivations and despite the variations of individual wishes and national or regional constraints.

In terms of possible application in Western European schools of the course content, most participants reported that, although they thought a significant improvement in studies of Canada would take place in the very near future, they could only cater for teaching opportunities in their respective fields of study for the moment. This is not to deny, however, that it will not be possible to organise curricula for Canadian studies. Indeed, the reports seem to indicate that this seminar was a starting point for teaching about Canada in the next few years. However, because of the existence of different national or sub-national education systems, overloaded school curricula and crowded school days, there must be different methods of organising Canadian studies to meet the distinctive curriculum needs of the various Western European educational systems.

The working methods of the seminar - lectures, discussion groups, the viewing of films - were familiar to all participants. Because of the fusion of professional competence and personality of the Canadian representatives, their contributions were particularly appreciated. Some participants even thought that there should have been greater use of their expertise, provided that all of them could have stayed until the end of the seminar.

As far as the group work sessions were concerned, some of the participants would have preferred them to be replaced by discussion sessions after the lectures. Others thought the visit to schools in Lahr could have been replaced by lectures on, for example, the influence of Canada in Europe, while a number of participants seemed to have appreciated these visits immensely. In addition, it was suggested that groups should have been more homogenous and that guidelines should have been sent to every participant in order to prepare them to such roles as chairperson or rapporteur.

Lastly, the participants made a number of recommendations that can be summarised as follows:

i. Efforts should be made to increase access to Canadian source materials;

ii. Exchange of teachers and pupils between Canada and Europe should be improved;

iii. A network of communications between people interested in Canadian studies should be improved;

iv. Pre- and in-service teacher training schemes should integrate a Canadian studies component that should deal with Canada as a totality in interlocking perspectives;

v. A follow-up course should be organised in one of the Canadian provinces sometime in 1986, so that the present climate of opinion could be sustained and nourished.

CONCLUSION

These reports described understandings about the nature of Canadian studies, the structure and functioning of the seminar, and the problems or issues that are of continuing concern to teachers in Western Europe.

Many of the most important issues facing teachers are regional or national manifestations of the harsh realities of today's world. It is most useful, then, that a better knowledge and understanding of these issues should help students to widen their horizons by raising their perspectives from ethnocentric concerns to international levels in order to enable them to understand their own society.

7. THE DISCUSSIONS IN THE WORKING GROUPS

It can be said that the central concept of international understanding, ie co-existence through mutual respect, was embodied in this seminar:

i. by the participants and lecturers themselves who clearly demonstrated their ability and willingness to participate in the discussions, and accept other people's points of view in a climate of understanding and of respect for the qualities and cultures of others;

ii. by the case of Canada itself, where so many ethnic groups have been trying to forge a common destiny, while playing an international role in helping the nations of the world find common ground on which to unite and share common aspirations.

The specific task of the working groups was to go through the discussion questions that were suggested in the introductory paper, in order to prepare a foundation course/programme for teaching about Canada which could be used in secondary schools in Europe.

The task proved to be challenging due to:

i. The amount of time available for the organisation of the programme;

ii. The differences in national education systems and individual teaching situations;

iii. The participants' professional backgrounds, ie the different disciplines they currently teach;

iv. The realisation of the pressure on the already crowded curricula.

Nevertheless, and in spite of these constraints, the reports presented by the working groups are, on the whole, practical documents that may serve as a framework for future developments in organising programmes about Canada in Western Europe.

WORKING GROUP I

Chairperson: Mr Hermann HALBRITTER (Austria)

Rapporteur: Mr Norman HENDERSON (United Kingdom)

REPORT

Compared to our task, Sherlock Holmes had an easy life - at least he knew what puzzle he was trying to solve.

We have clues, yes, in questions such as "why Canada?", "how Canada?", "for whom Canada?" or perhaps even "if Canada?". But as we pursue the answers to these questions we realise that, like Canada itself, the spaces between are vast and our travelling time is limited. The variety of Canada, the variety of school students in Europe and of possible teaching methods, all these make the choice of "average" possibilities a difficult one. We agreed, therefore, that in the time available, we would attempt to solve only those parts of the puzzle which might enable deeper investigation to take place as a consequence of our deliberations, rather than to produce detailed curricular programmes.

The question "why Canada?" can be asked by both teacher and pupil, and of course, it is a matter of pedagogical philosophy as to whose choice this is. We considered that both parties might have substantial reasons for choosing to study Canada and things Canadian. In line with the stated aims of the Council of Europe's programmes, it seems necessary to remedy the present situation, in which there is relatively little awareness of Canada in the minds of Europe's young people, in order to promote the wider aims of international understanding.

This is not just because Canada is the world's second largest country, but for a variety of reasons involving Canada's interaction with the lives of Europeans - historical or family links between Europe and Canada, a cultural milieu which encompasses both shared values and differing perspectives, the need to destroy stereotypes, ecological sympathies and shared concerns, in Nordic Europe particularly, the sharing of the North of the world in a circumpolar unity, the sense of Canada as a "developing country", but with "North" rather than "South" characteristics, the apparent non-return of European migrants who may find resentment and worse in what is nearly always a temporary home, and not least, perhaps, the fund of sympathy for Canada among Europeans (often not realised by Canadians themselves) and the often positive impact of their presence in Europe in a NATO and UN context where force and threat do not necessarily mean the same thing.

A major finding was that, in terms of available official education and information services, Canada's profile varies. It is seen generally to be high, for example, in Finland, Norway and the United Kingdom. Naturally the availability of resources conditions the amount of effectiveness of teaching and learning about Canada even though the desire may be there.

As will be self-evident to all teachers, the questions of "how and for whom Canada?" are too firmly linked together to separate without risking damage to the chain. Therefore, questions of appropriate age-levels and methodologies were held to be tied together, as indeed were context and programme organisation. The choice of appropriate age-levels, for example, is dependent on such factors as the concepts which one hopes to develop and on the country, system, colleagues and students in which and with whom one is working. To take a practical example, in one country it may be current practice to recommend in the geography syllabuses that the local area be studied first, and then go on to consider places and events further afield, while, in another country, the reverse may be true.

Methods, too, may be very dependent on individual circumstances such as whether the national curriculum (if there is one) is an open or closed system with or without opportunities for employing such methods as project teaching, inter- or multi-disciplinary methods. Again, this may vary within the same country conditioned by local factors such as the size and location of the school, the rigidity or flexibility of one's colleagues, not in an acrobatic sense but in terms of a willingness to share in developments. In all cases, though, an initial interest in Canada must be assumed even before a choice of approach is possible, not to say fruitful.

Whether one is to emphasise the acquisition of factual knowledge or the development of attitudes also affects one's approach, but there are strong feelings that this need not be a choice between alternatives but rather a fusion of aims, an attempt to weld ideas together to give a stronger end product.

In order to achieve such results, there is a need to know something of the Canadian psyche, and to attempt to employ Canadian concepts. In this search, perhaps even the good Mr Holmes would have found the Rhine Falls a more comfortable alternative. This is desirable in order to interpret Canadian data to use within one's own framework of reference. It is vital, though, to balance this with one's own outlook and concepts, and although the nature of human thinking makes this inescapable, it perhaps needs to be stated in order to remind ourselves that we are doing it. Aspects of this differing set of thought processes might include ideas of size and distance, of relative location, of varying interpretations of history, of contemporary world influence, of cultural inheritance, of perceptions of a desirable future.

Once more, such considerations impinge upon other questions. How should the teaching programme be organised, for instance? If one focuses on distinctive topics, there is the danger of reinforcing rather than demolishing stereotypes. It may also be the case, however, that younger pupils may gain more and find it easier to focus on distinctions where older pupils might benefit from the use of Canadian examples in broader thematic studies. It seems apparent that programmes can have dual functions - <u>to teach</u> Canada and <u>to use</u> Canada.

In order to carry out any programme, no matter for whom it is designed, for what reason it is chosen, in what way it is formulated, resource material is fundamental to success. The source and nature of these cannot be divorced from all of the questions already considered, but in general terms, the feeling exists that, even in those countries where help is already available in this respect, a greater awareness of the resource needs of teachers and pupils is necessary if Canadian Government representatives in Europe are to be more successful in promoting Canada in Europe. Although such co-operation as translation of basic data and documentation would be a beneficial incentive to the study of Canada, much material does exist which would be invaluable to teachers and pupils in many countries and for many subjects within the school. Especially useful are those resources which are part of young Canadians' lives, and which are used either directly or indirectly to tell them about Canada and about themselves - magazines, radio/TV transcripts, school texts and resource kits, contemporary literature, cassettes.

As before, extra-curricular activities are desirable, but restricted by such constraints as expense, organisation, possibilities of voluntary assistance. In some areas, such activities may benefit, ironically, from the current staff surpluses. These and other activities such as school-school links, pen friends and teacher exchange depend in the first instance on the boundaries of the curriculum, as would exhibitions and other special events.

Furthermore, the location of the school may have its effect, since pupils in rural areas may be more willing to take part since, compared to their urban cousins, their exposure to such activities is less. On the other hand, factors of distance from home to school may have the opposite effect. Distance is an inhibiting factor in some parts of Europe, as well as in Canada. Partly within this context, the role of teacher education institutions as a catalyst in any such curricular innovation should not be underestimated.

In summary, there is little doubt that a desire exists to do more about Canada in European schools. There is, however, a crucial proviso. It must be worth the while of teachers and pupils to do so. If it is considered worthwhile, then there is a need to make the job easier. If we are not simply to engage in chasing spirits to bring knowledge of, and interest in, Canada, maybe not quite from the Land of the Dead, but certainly to increase its vitality, much needs to be done. Perhaps if the wife of Eagle cannot help, his northern neighbour can.

WORKING GROUP II

Chairperson: Mr Michael FRANK (Federal Republic of Germany)

Rapporteur: Mr Donald MacDONALD (United Kingdom)

REPORT

Introduction

It seems that, for many European teachers, Canada simply does not present itself as an obvious context to choose for teaching purposes. For example, teachers of English in the Federal Republic of Germany are required to teach about any one of the Commonwealth of Nations, but many teachers select India or Australia in this case. Again, teachers of geography in several European countries are expected to teach about North America, but they often prefer to take their case studies from the USA rather than from Canada. Obviously, Canada suffers from the overshadowing influence of its successful Southern neighbour, and indeed, is in some danger of appearing as a mere footnote to American studies.

The group, then, noted that the opportunities for teaching about Canada in European schools are severely constrained, but, at the same time, members agreed that Canada does offer valuable lessons from which all of us could profit. For further investigation, we decided to follow the three central issues of regionalism, multiculturalism and national identity, suggested earlier by the Director of the seminar. To do this, we divided into languages and social studies sub-groups, working on lesson outlines based on the three key themes. These we arranged in increasing order of difficulty. Regionalism, for instance, was organised for the 15-year age group; multiculturalism for 16 year olds; and national identity for the 17 plus age group.

Teaching topics

1. Regionalism seemed to be a topic requiring a mainly factual, objective data-based approach, and this led us to choose a set of quite traditional sub-topics:

i. Physical items, eg location, scale, structure, climate. The physical environment of Canada is awesome, and the whole is built on a scale quite alien to any European. The physical structure of the country needs to be taught on a continental rather than on a national basis, but we do not see this as a major drawback. The climatic patterns show very strong seasonality, and much regional variation, and are easily related to problems of human conduct (in clothing, outdoor work and driver behaviour).

ii. Human items. Having set the physical framework, as above, we then proposed to teach the fine human sub-topics of settlement, political organisation, economic organisation, communication and regional contrasts. Like the physical items, these require

considerable visual support from videotape, film and colour slides, but we do not feel that there would be any serious difficulty in obtaining these resources. At any rate, we begin with the idea that Canada has been settled over a period of several centuries by groups of people who initially wanted to exploit the available resources. In each case, the development of resources has led not only to large-scale permanent settlement, but also to all kinds of present-day problems, as shown below:

RESOURCE DEVELOPERS	MODERN PROBLEMS
Portuguese and other European fishermen	The limits of territorial waters
French and British fur traders	Wildlife depletion and animal rights
Farmers (British and French until 1870s and European thereafter)	Environmental damage
Mining, mainly 20th century and mainly on the Shield	Resource depletion, pollution, acid rain, waste disposal
Forestry, mainly 20th century	Some resource depletion, erosion

Out of these phases of settlement, there has emerged a set of regions. After confederation in 1867, these formed the framework of provincial and federal government. As well as this political organisation, there has appeared a nationwide economic organisation. Here, the concepts of centre and periphery are especially useful, since the narrow urban axis of Main Street, Canada (from Quebec City west to Windsor), contains over half of the country's economic activity. The rest is widely scattered. Communications are an essential feature of such a vast and diverse nation, and we felt that we should refer not only to visible networks (air, rail, highway) but also to the less visible links (radio, TV satellites). Finally, there is the fact that, as regions develop, some become richer than others. Using data for average incomes, educational levels, rates of unemployment and of population movement, we would show the problems of regional disparity, and we would end the session by outlining some government solutions (DREE, transport subsidies, equalisation payments, payments to individuals) to the problem.

2. Multiculturalism. This topic clearly emphasises the subjective processes of valuing and of examining human feelings, attitudes and intuitions. As a topic, it might lend itself, as much to a group work approach as to a whole class form of organisation. Over all, there seemed to be five key issues to be dealt with:

a. How so many cultures have come to be neighbours;

b. How imported cultures have affected indigenous cultures;

c. How multiculturalism can lead to fusion and to fission;

d. Examples of the fission concept;

e. Examples of fusion concept.

In dealing with any or all of these issues, teachers would need to recognise that culture can be seen to work at national, regional and local levels, and also that culture operates in a number of different ways. For instance, it is a creator of community unity: a creator of conflict between certain communities; a creator of contrasting landscapes; and an important basis for recreation.

We felt that the phases of settlement idea, already referred to in the "regionalism" study, is a useful starting point for the study of "multi-culturalism". By this means, we can begin to trace some of the varied roots of the Canadian people. France and Britain would have to receive particular emphasis. Next, it would be important for children to see that European cultures collided with the existing cultures of the native peoples (Inuit, Eastern Woodlands, Plains, West Coast). Equally well, pupils should understand the nature of this collision and the disastrous results for the Amerindians, who gave certain products and techniques (snow shoes, toboggans, mocassins, pemmican, lacrosse), and in return received Western religion, alcohol, disease and multiple deprivation. We think it extremely important that European school children today should realise that Canadian native peoples developed important value systems concerning environmental behaviour, about co-operative effort, the communal sharing of resources, and about physical endurance. They also provided white Canadians with a rich harvest of art and folklore.

Our third theme in the mosaic, as opposed to the melting pot; the tendency towards fusion and the counter tendency towards fission. Fourth, we identified the case of Quebec (Bill 101) to exemplify fission, while fusion could be illustrated via multilingual broadcasting (radio stations CHIN or Toronto's TV channel 47) or via Ontario's heritage language project. It would also be possible to show certain Canadian cities (eg Toronto, Edmonton, Calgary, Vancouver) as examples of places where many cultures co-exist in a reasonable degree of mutual tolerance.

3. National identity. This could be a fairly demanding but interesting theme. We felt that it could be handled at three levels: the individual, the national and the international. At the basic level, the everyday behaviour of individual people helps to give any country its special identity. Thus, foods, clothes and games, for instance, add up to make a picture of a given society. At the national level, the flag, anthem, stamps, coins, standard plants and animals all combine to help outsiders identify a given nation such as Canada. At the international level, Canada has carried out a number of quite clear roles:

- a storehouse of energy, minerals and water;
- a supplier of food and raw materials;
- a peace-keeper;

- a place of refuge and a destination for migrants:
- a helper of the developing nations
- an honest broker between nations.

However, we appreciate that this identity may be fragile, and therefore in need of protection. Canada has tried to protect its culture by, for example, the NFBC and the CTRC Ruling for television.

General aims

Throughout all this, our group identified a number of justifications for teaching about Canada.

a. Canada is an outstanding exemplar of several geographical principles;

b. Canada offers a basis for language and literature in both English and French;

c. Canada offers experience of immigration, which must be of interest in areas of Europe where there are now many immigrants;

d. Canada is a non-threatening nation, largely uncontaminated by international misbehaviour.

Resources

We note that excellent Canadian resources exist, but we also note the difficulties (administrative and economic) in obtaining these.

Recommendations

1. Canada supports the purchase of Canadian academic texts by certain universities in Europe (eg Tubingen and Edinburgh). How could this facility be extended to school textbooks?

2. National publishers in Europe could consider producing books such as school anthologies of Canadian poems and prose.

3. Likewise, European producers of audio-visual materials, such as colour slides, wall charts and cassettes, should consider putting together examples of Canada-based resources.

4. A follow-up to this seminar might, in 1986, be held in Canada.

WORKING GROUP III

Chairperson: Mr Gerhard HUMMLER (Federal Republic of Germany)

Rapporteur: Mr Geoffrey HALL (United Kingdom)

REPORT

Introduction

In a sense, there is no need to justify the teaching of Canada. To those who have informed themselves of its rich diversity of geography, plurality of culture and historical roots, richness of arts and literature no case needs to be made. However, in the real world of having to convince unsure colleagues and administrators, strong justification would probably have to be made, bearing in mind the competing demands of other curricula areas on precious curriculum time.

1. Justification for the teaching of Canada. This could be argued as follows:

a. Bearing in mind what has been said above, there is a case for teaching Canada in its own right rather than through a "Eurocentric" perspective which sees Canada purely in terms of the basic needs of individual European countries.

b. The systematic teaching of Canada could not be argued as being totally worthwhile but the many problems raised by Canada's geography, history and multiculturalism can be used to illustrate and illuminate issues in the "home country". Canada's responses to her problems of communication, regional disparity, provincialism, cultural plurality etc can provide the basis for debate and the development of empathy.

c. The problem centred approach described in (b) allows issues of international importance such as conservation, pollution etc to be taught using Canadian examples to illustrate one country's attempt to cope with them.

d. The development of empathy suggested in (b) can be promoted through the use of the wealth of Canadian literature and the arts. Canada as seen through the eyes of the indigenous population can provide pupils with valuable insights.

2. Approaches

An interdisciplinary approach is recommended, because of its obvious advantage of bringing into focus a number of perspectives. However, not all topics lend themselves to this approach, and interdisciplinarity for its own sake is not advised. Furthermore, interdisciplinary approaches have often to overcome the problems of uncommitted teachers, teachers of mixed ability and the absence of support available to subjects through subject associations, curriculum development projects and examination boards.

An alternative might be to explore how the traditional boundaries of subjects might be broadened to take into account the needs of the pupils. For example, developments in the teaching of geography have led teachers to include empathy amongst their objectives.

3. Practical knowledge or empathy and attitudes

It will be clear from the above discussion that the development of empathy and attitudes is all important. However, this cannot be done in isolation from conceptual development. The two go hand in hand, and, while it would be difficult to determine a hierarchy of skills, concepts and attitudes in the social studies area(s), it is important to recognise that teaching should be structured to take into account the full range of cognitive and affective development.

4. Is it necessary to employ any specific Canadian concepts to understand Canada?

The answer appears to be "Yes", because the teaching of such concepts as regionalism, provincialism, the problem of federal-province tension, communication (linked with geography) and survival as a country gives clues relating to national identity.

5. Canada and the teaching syllabus

A concentration of Canada's distinctive features as opposed to a systematic province by province approach would seem to be in the best interests of the pupils. Such is the richness of the diversity that the selection of certain key concepts for study is likely to be more fruitful. A systematic approach might not do justice to the country's distinctiveness, and anyway, time and the demands of the syllabus are likely to inhibit systematic coverage. The characteristics of Canada allow teachers to select examples which illustrate and illuminate local, national and international issues in the social studies. Canadian literature and the arts also offer a rich choice.

6. Resources

Resources displayed and suggested at the seminar were welcomed. However, a number of needs were expressed:

a. In which languages are translations available?
   - the problem of Flemish was raised.

b. The availability and easy access to multi-media materials locally was considered to be a high priority. Addresses of local support agencies would be welcomed.

7. The role of the mass media

It was agreed that the popular press tended to concentrate on the irrelevant. The "quality" press, magazines etc present teachers with a formidable reading task. However, the publication of "digests", extracting relevant articles from the media might offer a valuable service.

8. Extra-curricula

The extension of pupil/teacher exchange programmes would be welcomed. However, a precondition of these arrangements should be that this experience must be disseminated.

Out-of-school activities might be done in conjunction with the wider community of parents, shops, etc. A Canadian evening involving exhibitions of craft, literature etc and including the sampling of traditional food (and alcohol!!) together with films, might create the kind of stimulus a school requires to develop Canadian studies. Quite often, professional groups within the community can offer speakers who have spent considerable time in the country.

WORKING GROUP IV

Chairperson: Mr Ernst PEUTL (Austria)

Rapporteur: Mr Desmond MOONEY (Ireland)

REPORT

Composition of the group

Six teachers of English as a foreign language
One inspector (general)
One geography teacher
One Canadian observer (Social studies)

Methodology: The group began with a review of what was taught about Canada in their respective countries/regions. Within the context of teaching English as a foreign language, the emphasis in relation to overseas countries, was on the United Kingdom, the USA and the (British) Commonwealth. Theoretically, this would allow for reference to Canada, but the general consensus was that Canada received very little attention. Teachers seemed bound by their respective syllabi, examination systems and textbooks - in which Canada was more noticeable by its absence.

It was felt that geography and history syllabi contained more scope for reference to Canada - albeit mainly on an indirect basis.

The group then attempted to address itself to the five areas of questions outlined in Ms Galvao's introductory paper (cf: DECS/EGT (84) Misc. 72).

1. Cultural aims/reasons for choosing Canada

Due to the constraints of our respective syllabi and examination systems, we felt that we could not justify the inclusion of Canada as such within a school curriculum. Rather it should be approached within a global context in three main disciplinary areas:

a. language teaching eg English/French
b. Social studies
c. The arts.

We identified three broad reasons to justify its inclusion:

- Canada's image in the field of international co-operation;
- Canada's sincere efforts in establishing a multicultural/ bilingual society;
- Canada as part of the English/French speaking world.

2. Age levels

Because of our varied backgrounds, we felt we should only deal with this question in very general terms.

We would recommend that, where necessary, educational authorities need to allow more teacher flexibility in choosing subject matter for inclusion in syllabi. Teachers could then choose more material relating to Canada and also apply it to varying age groups and/all levels of ability.

3. Approaches) Multidisciplinary/interdisciplinary
) Factual knowledge/understanding

While an interdisciplinary approach would be ideal, we felt that a multi-disciplinary one would be more realistic and convenient. In any case, those teaching English as a foreign language, do in fact employ a certain inter-disciplinary approach within their own subject, eg they may use music, refer to geographical knowledge, discuss political issues etc.

We strongly believe that factual knowledge would be a necessary requirement within any discipline regarding the study of Canada. The degree of factual knowledge would depend on the particular discipline, subject matter and age level of the student. Within language teaching, the emphasis would be on getting students to comprehend, to converse and to write in a particular language. Factual knowledge in such cases would be incidental or of secondary importance.

An increased understanding of Canadians and issues that affect them would be of more importance than simply mere factual knowledge. However, understanding must be based on sound factual information.

The group could not identify any specific Canadian concepts which would be necessary to understand Canada.

4. Topics

In choosing topics, we would see the value in focusing on the distinctive aspects of Canada. However, a mixed approach of selecting contrasts and similarities would offer more flexibility in devising programmes for study. These would reflect the variety of European backgrounds.

Suggested sample topics for:

a. Junior level (age 13-16)

- Pioneers
- Native peoples
- Biographies
- Tourism/travel

. Sport
. Law and order
. Environment

Factual knowledge and the emphasis on adventure etc would be important at this level.

b. Senior level (age 16 plus)

. Pioneer women
. Separatism/ multiculturalism
. Environmental issues
. Canada's role overseas (in the developing world; within the UN eg FAO, peace forces)
. Urbanisation

5. Resources/recommendations

Both literary and factual texts should be used in teaching about Canada, these could be supplemented by audiovisual materials, such as films, tapes, etc. The emphasis and selection would depend on the respective subjects.

If teachers in Europe are to help create a better understanding of Canada, then they will require an improved supply of resources. The group made the following recommendations:

i. Canadian authorities should make available an increased supply of information to present to seminar participants. This should be the main and immediate priority;

ii. Canadian Embassies should help organise seminars for teachers in the relevant countries or regions;

iii. They should make teachers more aware of the information available;

iv. They should help promote exchange visits to Canada by European teachers/students;

v. Regional/national educational authorities should seek the co-operation of the relevant Canadian authorities in organising in-service seminars etc.

Seminar participants could help by:

i. Informing colleagues in subject associations of sources of information, especially in Canada, eg by supplying lists of addresses, bibliographies etc;

ii. Forwarding a report on the seminar to their respective subject inspectors - to include any relevant recommendations;

iii. Informing local Canadian authorities of their subject needs, eg types of films which would be relevant.

CONCLUSION

The group experienced difficulties due to our varied backgrounds - educational, cultural etc. This prevented us from being very specific in our report. However, we would like to highlight two main areas of need:

i. Increased flexibility for teachers in planning curriculum development;

ii. An increased need for more information from Canada combined with an improved system at national/regional levels for disseminating same.

8. FINAL COMMENTS BY THE DIRECTOR OF THE SEMINAR

Although the final comments which follow are based on the ideas put forward in the talks and discussions as well as in the reports of the working groups, they also reflect my own points of view.

Bound together in one heritage by our common human experiment it is generally claimed that the ultimate justification to teach about another nation's culture is the opportunity to explore the spaces between human ideals and realities. Canada is in its own right a good example for such an exploration as Northrop Frye's words illustrate:

> One of the derivations proposed for the word Canada is a Portuguese phrase meaning "nobody here". The etymology of the word Utopia is very similar, and perhaps the real Canada is an ideal with nobody in it. The Canada to which we really do owe loyalty is the Canada that we have failed to create ... our identity, like the real identity of all nations, is the one that we have failed to achieve ... The uncreated identity of Canada may be after all not so bad a heritage to take with us.
>
> Northrop Frye, literary scholar, in The Modern Century (1967)

In the light of the educational aim concerned with preparing young people for life both at the conceptual and attitudinal level, teaching and learning about Canada offers a revealing case study:

i. At the conceptual level, by learning about Canada's regionalism (its diversity and disparity), Canada's bilingualism and multiculturalism, Canada's unity and identity, as well as its international experience will enable students to widen their horizons by comparing and/or contrasting with their own country;

ii. At the attitudinal level, by recognising and accepting differences students will prepare themselves for life in a world that is becoming more and more interdependent.

Certainly there is a strong case for attempting to consider Canada in the curriculum, although there does not seem to be the same scope for an extensive study of the country in the different Western European educational systems. Indeed, such practical considerations as syllabus requirements, pressure of time and lack of accurate information and source material account for the fragmented state of Canadian studies. I believe, however, I can say that the Donaueschingen Seminar indicated the need for the development of an integrated framework touching different curriculum areas and resting in a compromise whereby the different subjects approach Canada from a particular angle. In other words using different perspectives as a cultural barometer seems a rather obvious manner to maximise the points of contact between the disciplines so that they may contribute to the young European's understanding of the social and cultural life of the Canadian people.

The interacting physical, human and cultural processes would recommend an interdisciplinary approach when teaching about Canada. However, this approach may not be feasible under the constraints of the national or even local teaching conditions. It would, therefore, be recommended that each one of the disciplines may consider the largest number of opportunities to meet the students' needs. It is expected, too, that they may foster students' participation in project works that will add a new dimension to the teaching/learning process.

Whatever approach, though, that may be tried to teach about Canada, it is important that it may be seen by the students as a country of immense and often hostile territory with a relatively small population. They must be aware of the fact that this country, which has been evolving into an autonomous nation while resisting US powerful influence and pressure and the centrifugal forces of its regionalism, is a country in search of a national security and identity.

The role that extra-curricular activities may play in developing Canadian studies is particularly important, both at the teachers' level and at the students' level. Therefore, such activities as exchange programmes, and such cultural events as exhibitions, lectures, films, etc may offer good opportunities to enlighten our understanding of the country.

The mass media also have a role to play in broadcasting programmes and publishing articles on Canada's history and culture.

In summary, the desire exists to do more about Canada in European schools. It would be naive to think, though, that Ministries of Education in the different countries will react to all the suggestions put forward during the seminar. What choices will be made, what the syllabuses, programmes and courses would be like, will depend ultimately on the different national authorities.

I hope, however, this report will be of some assistance to those who are to engage in opening windows on the Canadian scene and culture.

APPENDIX I

PROGRAMME OF THE SEMINAR

Monday 8 October 1984

Participants arrive before dinner

Registration

19.00 Dinner

20.00 Plenary session for the opening of the seminar
Welcome speeches by:

(i) the representative of the Ministry of Education of Baden-Württemberg

(ii) the Director of the Donaueschingen Academy

(iii) the representative of the Canadian authorities

(iv) the representative of the Council of Europe

(v) the Director of the seminar

Introduction of each participant

Reception

Tuesday 9 October 1984

09.00 - 10.30 Plenary session

Inspirational talk by Mr Duncan Green, Assistant Deputy Minister, Education programmes, Department of Education, Ontario

Discussion

10.30 - 11.00 Coffee

11.00 - 11.45 Discussion

11.45 - 12.15 Group work

12.15 - 14.30 Lunch

14.30 - 16.00 Analysis of participants' reports on what is taught about Canada in European secondary schools. Curriculum analysis by the Director of the seminar

Discussion

Tuesday 9 October 1984 (cont'd)

16.00 - 16.30	Tea
16.30 - 18.00	Working groups
18.30	Dinner
19.30	Panel on "Education in Quebec" by the three Quebec representatives

Wednesday 10 October 1984

8.30 - 10.15	Plenary session. Canadian history by Mr Jim PAGE Office of the Secretary of State
	Discussion
10.30	Leave Donaueschingen by coach for Lahr
12.30	Lunch at the Officers' Mess in Lahr (approximately 10 DM per participant). Gentlemen should wear ties.
13.30 - 15.30	Visits to schools in Lahr
15.30 - 16.30	Discussion with teachers
16.30 - 17.30	Reception offered by the town of Lahr
19.00	Dinner at the Donaueschingen Academy
	Free evening

Thursday 11 October 1984

09.00 - 10.30	Group discussion
10.30 - 11.00	Coffee
11.00 - 12.15	Plenary session. Canada through the arts and literature by Mr Robert W. Barton, Education Officer, Curriculum Branch, Ministry of Education, Ontario
	Discussion
12.15 - 14.30	Lunch
14.30 - 16.00	Plenary session. Canada in the secondary school curriculum - a Canadian point of view by Mr Eldon Jamieson, Curriculum Consultant, Ministry of Education, Prince Edward Island
	Discussion

Thursday 11 October 1984 (cont'd)

16.00 - 16.30	Tea
16.30 - 18.00	Group work and preparation of group reports
18.30	Dinner
19.00	Preparation of group reports
	Film evening

Friday 12 October 1984

09.00 - 10.30	Preparation of Director's conclusions
10.30 - 10.45	Coffee
10.45 - 12.15	Presentation of conclusions of working groups
	Director's summing up
12.15 - 13.30	Lunch
13.30	EXCURSION

Saturday 13 October 1984

Departure after breakfast

APPENDIX II / ANNEXE II

LIST OF PARTICIPANTS / LISTE DES PARTICIPANTS

Director of the Donaueschingen Academy / Directeur de l'Académie de Donaueschingen :	Mr Albert PFAFF, Staatliche Akademie für Lehrerfortbildung, Postfach 1580, D - 7710 DONAUESCHINGEN
Director and General Rapporteur/ Directeur et Rapporteur général:	Ms. Maria-Emilia GALVAO, A. dos Bombeiros Voluntarios de Alges, Lote 120, 2° - D, P - 1495 LISBON
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	Mr James E. PAGE, Director, Canadian Studies Programme, Department of the Secretary of State, OTTAWA, Ontario K1A 0M5, Canada
	Mr Eldon JAMIESON, Curriculum Consultant, Department of Education, Box 2000, CHARLOTTETOWN, Prince Edward Island C1A 7N8, Canada
	Mr Robert W. BARTON, Education Officer, Curriculum Branch, Ministry of Education, Mowat Block, Queens Park, TORONTO, Ontario M75, 2B4, Canada
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	Mr Norman LAPOINTE, Director General, Lignery School Board, LA PRAIRIE, QUEBEC

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